

GLOSSARY: USEFUL TERMS TO KNOW

ALTERNATIVE ROUTE TO LICENSURE (ARL): Individuals with a degree in dance, drama, music or visual arts may apply for a teaching license by completing additional requirements in educational practice.

ARTS EDUCATION: Arts learning in, about and through dance, drama, music and visual arts.

AUTHENTIC INSTRUCTION IN THE ARTS: Teaching and learning that have consequences in the real world, both as content that applies outside the classroom and as teaching and learning strategies that are useful in life. Authentic instruction promotes students' construction of learning in small collaborative groups, expects higher-level thinking, encourages substantive conversation about and responsibility for a topic, and takes a thematic approach to research and learning. (p. 234)

Anderson, Tom and Milbrandt, Melody (2005). *Art for Life: Authentic Instruction in Art*. NY: McGraw-Hill

AUTHENTIC ARTS INTEGRATION: Arts integration is a philosophical approach to teaching and learning all day long. It is not a substitute for teaching the arts on their own and is not the same as an artist residency or occasional arts project that connects to other curricular subjects. The arts deepen the student's learning in all subject areas, including math and reading. The arts add depth and rigor to classroom effort through creative, inquiry-based processes for teaching and learning, and provide all students with access to the new concepts and skills by tapping their multiple intelligences. Schools and researchers have proven the power of arts integration to enhance and accelerate skill and concept development through dance, drama, music and visual art.

BEST PRACTICES: In arts education and education, "best practices" is an often carelessly used term to identify practices that are considered by the presenter and their constituents as "the best." Theoretically, best practices are deemed as such through academic scholarship, scholarship-based research using multiple strategies, presented to the professional field through academically recognized forums such as the American Educational Research Association, and for the arts, forums such as Arts Education Partnership, MENC, NDEQ, National Theatre Association, NAEA and recognized by the prevailing nationally and internationally recognized

scholars and practitioners in the field. In addition, the research for “best practices” does more than study one practice but compares and contrasts to other highly recognized practices that might also be deemed, “best practice.” Therefore, “best” does not mean “better than” but that the practice is the most effective in achieving intended outcomes based on the circumstances and variables.

CACTUS: Computer Aided Credentials of Teachers in Utah Schools. Housed at the Utah State Office of Education, It contains a record of each educator’s administrative and/or teaching assignments, college degrees, licenses, endorsements, SAEP and ARL activity, and in-service credits earned. It includes a database of every course that is taught and the license and endorsements that qualify a teacher to teach that course. It automatically flags teachers who are under-qualified for the state and/or for NCLB.

CRT: Criterion Reference Test which measures student achievement in language arts and math. The CRT is required annually of all K-6 elementary schools.

DISTRICT ARTS COORDINATOR (DAC): Individuals who are responsible for facilitating arts education in their school district. They act as liaisons between the individual schools and classroom teachers and the district, USOE, and the Utah Arts Council. Ideally, DAC’s are paid by the district solely for arts education. Many in Utah are either part-time, have other district responsibilities and/or are full-time classroom teachers. Other local leadership structures may include:

School Arts Education Leadership Team: A local school site team comprised of parents, faculty, building administrators and community leaders that meet at intervals to support the school’s arts education programs input into planning, implementation and evaluation. Ideal teams also have a representative that sits on the Local School Community Council.

Faculty Arts Committee: School faculties that meet, collaborate and plan instructional strategies that support the delivery of arts education. Some schools have representatives from each grade level and at least one representative for each of the four artistic disciplines (dance, drama, music

and visual arts). This team has representation on the Arts Education Leadership Team and Local School Community Council.

ELEMENTARY ART EDUCATION SPECIALIST: An educator with a license and a major in dance, drama, music and/or visual Arts or the state equivalent in the artistic discipline (Level II or K-12 Endorsement).

ELEMENTARY ARTS CURRICULUM-ENDORSED CLASSROOM TEACHER: A licensed elementary classroom teacher with a Level I Endorsement in dance, drama, music, or visual arts.

LEARNING MAPS: Assessment tools designed to measure learning in arts used in conjunction with the Utah State Office of Education elementary dance, drama, music and visual arts core curriculum.

LBE: Local Board of Education

LEVEL I ARTS CURRICULUM ENDORSEMENT: A curriculum endorsement in dance, drama, music or visual arts or the state equivalent in the artistic discipline, with a content and pedagogical focus on teaching secondary-age students.

LEVEL II ARTS ENDORSEMENT: An endorsement requiring a major in dance, drama, music or visual arts education, or the state equivalent in the artistic discipline, with a content and pedagogical focus on teach elementary-age students.

PARAPROFESSIONAL: In education, any person serving as an instructor that does not have an educator license, or has one, but is serving in the role of a para-professional.

PROFESSIONAL LEARNING COMMUNITY (PLC): PLC is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment of field. A few of the benefits of the professional learning community to educators and students are: reduced isolation of teachers, better informed and committed teachers and academic gains for students.

PROFESSIONAL OUTREACH PROGRAM IN THE SCHOOLS (POPS):

Professional artistic companies and museums in Utah that provide artistic performances, exhibitions, lecture demonstrations, and professional development to Utah schools. POPS is funded by the Utah Legislature and administered by the USOE Fine Arts Specialist. Current organizations include: Ballet West, Utah Symphony/Opera, Repertory Dance Theatre, Children's Dance Theatre, Ririe-Woodbury Dance Company, Springville Museum of Art, Utah Festival Opera, Utah Shakespearean Festival, Spy Hop Productions, ARTS Inc., and the Utah Museum of Fine Art.

PROGRAM EVALUATION: An evaluation of how a program is functioning, its processes, procedures, structures, and effects as distinct from an assessment of student learning.

SCHOOL IMPROVEMENT PLAN: The document that establishes the mission and priorities of the school.

SCHOOL COMMUNITY COUNCIL: The Council creates and implements the School Improvement Plan.

SEQUENTIAL AND/OR DEVELOPMENTAL INSTRUCTION: Sequential implies that a specified sequence is used in delivering instruction. Developmental refers to effecting growth in some aspect.

SIDE-BY-SIDE TEACHING MODEL:

- Classroom teachers and arts specialists work together to design curriculum that is rigorous in the art form and in other areas of the curriculum, i.e., science, math, and language arts.
- Arts specialists model teaching with best practices; classroom teachers participate and create their own art alongside their students.
- With the assistance of the arts specialists, classroom teachers plan and teach a section of the arts class. Arts specialists participate with students.
- The SBS model includes a final "informance" or exhibit (visual art) where the entire school and parents observe the art form created by students.
- The principal, arts specialist, classroom teacher and students articulate what has taken place in the arts education classes to help

their “audience” understand what they have been studying, learning and creating.

TEACHING ARTIST

A teaching artist is a professional artist who has been reviewed for both artistic excellence and the capacity to engage the learner in the creative process. Artistic excellence is demonstrated through artistic work in professional settings, galleries, museums, performances, juried exhibitions, publications, fellowships, honors, commissions, awards, etc. The teaching artist not only teaches the basic fundamental qualities that define an art form but has the capacity to engage the learner in applying artistic skill in creating new work that celebrates the individual voice of the learner.

UAEA: The Utah Arts Education Association, a state affiliate of the National Arts Education Association and the professional organization for those who teach the visual arts K-12, college and university, and museum educators. It provides professional development for K-12 classroom teacher and university faculty in music. UAEA is an affiliate of the National Art Education Association.

UBSKT: The Utah Basic Skills Test.

UEA OR UTEA: The Utah Education Association, also known as Utah Teacher Education Association.

UEN: The Utah Education Network linking schools, districts, state agencies through technology.

UDEO: The Utah Dance Education Organization, the state affiliate of the National Dance Education Organization. The professional organization for those who teach the dance K-12, college and university, and professional dance companies educators. It provides professional development for K-12 classroom teacher and university faculty in dance.

UMEA: The Utah Music Educators Association, the state affiliate of the Music Educators National conference (more recently referred to as the National Association for Music Education). The UMEA is the professional organization for those who teach music K-12, college and university and artistic companies. It provides professional development organization for K-12 classroom teacher and university faculty in music.

UPASS: The Utah Performance Assessment System for Students.

USBE (Utah State Board of Education): Made up of individuals locally elected as representatives from the 15 geographical districts. Two additional individuals are appointees from the State Board of Regents.

WPU: The annual amount per student schools receives from the Legislature for public education. (Legislature to Districts, Districts to Schools).

UTAH STATE OFFICE OF EDUCATION (USEO) FINE ARTS:

State Board of Education office that provides leadership for arts education in the public schools across the state, and works with organizations and individuals to provide, support, and advocate for excellence in teaching and learning in, about and through the arts.